

## **CHAPTER III**

### **METHODOLOGY**

This chapter elaborates how the study conducted. It consists of research purpose, methodology and design, time and place of the study, data and data source, instrument of the study, data collection procedure, and data analysis procedure.

#### **3.1 Research Purpose**

The purposes of the research were to find out the components of set induction and closure that are employed by the teachers and also investigate out how the teachers carried out set induction and closure in English classroom of 7th grades at SMPN 2 Jakarta.

#### **3.2 Research Methodology and Design**

The qualitative research was used in this study since qualitative research is used to understand the phenomena that occurred in individual or group to the social problem (Cresswell : 2008)

This study were conducted by using case study. Case study research method was defined as an empirical inquiry that investigates a contemporary phenomenon within its real life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple source of evidence are used (Yin, 1984) in Soy, K, 2006).

Case study refers to a detailed analysis of an individual case supposing that one can properly acquire knowledge of the phenomenon from intensive exploration of a single case. Case study method is a specific field research method. Case study centers on data gathering through field study or observation. (Fidel, R , 1984)

This study aim to gather data without any manipulation and intervention of the researcher. The data were gathered from classroom observation using observational sheet covering components of teacher's utterances in set induction and closure as the guideline to discover whether teachers already implement that or not, the non participant observation was used since the researcher were not involved in the observation. The involvement of two English teachers as participants of this study were meant to make the conclusion drawn valid of teachers' set induction and closure in SMPN 2 Jakarta. In addition interview were also conducted to the teacher in order to triangulate data of teachers' set induction and closure.

### **3.3 Time and Place of the Study**

This study was conducted at 7<sup>th</sup> grade in SMPN 2 Central Jakarta. The researcher observed two English teachers who teach English at 7th grade class. The classroom observation was conduted for five meetings for each teacher A class 72 and teacher B class 76. The data were collected from April up to May 2016.

### **3.4 Data and Data Source**

Teachers' utterances on set induction activities and closure activities that were carried out by the teachers who teach English 7th grade class at SMPN 2 Central Jakarta are the data of this study. Thus, the sources of data in this study are teachers.

### **3.5 Instrument of the Study**

There are two instruments used in this study, classroom observation and interview.

#### **3.6.1 Classroom Observation**

According to Sujana (1989) in Nafisah, A (2013) observation is an instrument of collecting data that can be used to measure the behavior of an individual or the persons' activities which could be observed in real situation or in artificial situation. Moreover Fraenkel and Wallen (1990:360) observation is a collecting data process to record the information of things that are observed. In this study, the researcher used non-participation observer by videotaping and sitting on the back of the class to gather the data of set induction activities and closure activities. The observation were conducted for two teachers, each teacher was observed five meetings in two classrooms. The researcher videotaping the teaching and learning process only in the beginning and the end of the lesson and also during the observation, the researcher brought along the observation sheet as guideline.

#### **3.6.2 Interview**

Interview is a form which the researcher ask questions, listens for the answer and records them Creswell (2008, p. 394). Two English teachers whom teach grade 7 in SMPN 2 Jakarta were interviewed to validate the data of set induction activities and closure activities. The questions that were asked were open-ended questions, which could let teachers give their responses more free. An open-form question, in which the teachers were encouraged to answer in his/her word at some length is likely to provide greater depth of responnse, Best & Kahn (1993, p. 252). The purpose of interview to confirm, add, and triangulate the data obtain from the observation. It was also conducted in Bahasa Indonesia to avoid understanding

### **3.6 Data Collection Procedure**

Some steps are conducted by the researcher in collecting the data:

The following steps used in collecting the data:

1. The researcher chose the 7<sup>th</sup> grade Junior High School as the object of the study.
2. The researcher chose SMPN 2 as the object of the study.
3. The researcher asked teacher's permission to conduct the observation during his/her sessions.
4. The researcher observed the set induction activities and closure activities employed by two English teacher, for five times for each teacher with using table of specification as a guideline

5. The researcher asked some questions to the teacher to be interviewed as the triangulate data with using table of specification as a guideline.

### **3.7 Data Analysis Procedure**

The data source of the study were two English teachers and the data source were teachers' utterances on set induction activities and closure activities using the tables that was designed based on theories regarding set induction and closure proposed by Smith, C and Laslett, R (2002); Shostak, R, (2011); Richards, J & Bohlke, D, (2011) ;Scrivener, J (2012) ;Cruickshank, et.all (2006).

The steps conducted in analyzing the data are:

1. The researcher transcribed the videotaping from five times of observation of each teacher.
2. The observational sheet was completed by the researcher using the tables from each teacher and classified the set induction activities and closure activities.
3. The research was analyzing the components of set induction and components of closure by using a tables and counted the percentage of each component that were employed by the teachers.
4. The researcher was analyzing how teachers carried out set induction and closure and counted the percentage of each set induction activities and closure activities by using tables.
5. The researcher was transcribing the interview from each teacher.

6. The researcher drew the findings by describing the data gained through classroom observation.
7. The last reseacher concluded the result of the study based on the findings